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| **Unit Topic: Designing a video for health week** | **Curriculum Link: PDHPE** | | **Yr Level: 4** |
| **Lesson Number: 6/10** | **Lesson Topic: Story Board** | | **Learning Area(s): English** |
| **Unit Aim or Outcome:**  **ALS2.6 discusses the relationship between regular and varied physical activity and health.** | | | |
| **Lesson Outcome:**  TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.  By the end of this lesson, students will have worked co-operatively in groups to produce an effective story board for their ten seconds of film for the class advertisement on physical activity and health. | | | |
| **Resources:**  Smart Board – youtube.com <http://www.youtube.com/watch?v=M3gvkJZD7xw> Smart Board – white board (to save the initial class group story board).  Images saved in wiki resources – Simpsons comic and storyboard  Blank Story Boards – one large one (A3 size) for each group.  Pencils and erasers.  Poster of different camera shots (can also be displayed on the board). | | | |
| **Lesson Outline:** | | | |
| Introduction (10minutes):  To start the lesson, a comic strip of the Simpsons is shown on the smart board. Students are asked if they know what this image/text type is (comic strip). Ask the students what makes it a comic strip? Identifiable features?  Next, show the students the Simpsons story board. As them how this is different from the comic strip?  Students will identify the lack of details, numbering of images, scripting written underneath the images.  Ask if they know what it is? It is a storyboard.  Ask if they know when a story board would be used or why? Discuss.  *Storyboards are used to represent a sequence of events. We see this through the layout of The Simpsons storyboard as the story develops in a linear motion, with images representing a change in movement for the film.* | | | |
| Teaching strategy/Learning Activity: | | | |
| **Teacher will ……** | | **Students will…** | |
| **Body –  Part 1, 15 minutes.**  Teacher explains that using the scripts each group wrote for their part of the video in the previous lesson, the students will develop a story board for their script and film time.  Explain that a storyboard shows an image or sketch to show what is happening in the scene. This allows the directors (the students) to visualize what they are about to create on film – as a visual layout of how the events/scenes will be seen through the camera lens, as well as providing a visual and verbal way to express their thoughts and ideas while working in a group.  Encourage discussion/questions about the storyboard process.  Teacher puts up the blank storyboard on the board for the class to see (the same one that will be handed out to groups).  As a class, they will make a quick storyboard of 6 scenes of the video they will produce (opening credits/title, introduction, healthy activities, healthy lifestyles, conclusion, end credits).  *Students have previously learnt about different camera shots, yet put the resource up for the students to see (in the form of a poster or on the board) so that they can easily implement them in their storyboards and use the correct terminology*.  **Part 2, 20 minutes.**  Students now write a storyboard for their scripting and decide how they are going to film and present their information.  Teacher floats around and encourages discussion and development of scenes. Ensures students aren’t spending too much time on the images, but rather deciding on camera angles and ensuring that the script matches up to what is to be presented on the film, as well as how achievable ideas are. Teacher must be very encouraging with ideas.  Ensure students are scripting appropriately as they will be presenting their storyboards to the rest of the class at the end of the lesson.  **Part 3, 5 minutes.**  Students watch the storyboard video on youtube as a class, they are then told they are to show their group storyboards to the class and present them using voices and reading the script as they do in the video. | | Students engage in discussion about a storyboard and what it is used for and start to think about how they will use a storyboard for their scenes.  As a class, students discuss the order of these 6 options and how they will be shown through this class story board of their video. One student can do the drawing while another does the writing. The whole class is in discussion of each scene and what should be shown/written about it. This gives the students an opportunity to practice a storyboard and give the teacher an opportunity to gauge understanding thus far.  In groups, students discuss and design how they are going to present their film. This includes:  -At least 6 frames.  -What characters are in the frame, and how are they moving?  -What are the characters saying to each other, if anything?  -How much time has passed between the last frame of the storyboard and the current one?  -Where the "camera" is in the scene? Close or far away? Is the camera moving?  Students must be working together as a group and fairly discussing each scene and how they feel it would work on camera, as well as who is in shot, who is speaking and who is filming. Each student must film/be on screen/speak at least once.  Students practice how they will present their storyboards to the rest of the class. | |
| **Concluding strategy:**  As a group and in linear order, the students present their storyboards to the rest of the class. Students are encouraged to ask questions and state what they think will work best and what might be difficult. | | | |
| **Assessment:** Formative – through observation and discussion of the concept of storyboard the teacher can identify who is having difficulty understanding and may need more help. Through the body part 1 and 2, the teacher observes participation and discussion of each group as they complete the task.  Summative – through the storyboards presented by the groups.  1 – the written storyboard. 2 – the presentation. | | | |
| **Any special considerations or contingency plans:**  If students are finding it difficult, spend more time on the class storyboard, and add more storyboard frames so that the fluidity of the storyboard is more easily understandable. Work closely alongside The Simpsons storyboard.  If students are finding it quite easy, have the students draw up more frames and more detail on camera shots, as well as starting to think about music for the piece. | | | |
| **Self-reflection:**  Were students engaged throughout the lesson?  Were all students in each group participating evenly?  Are there any aspects of the storyboard that need further developing before filming? | | | |